

The Single Plan for Student Achievement

SCHOOL: Burney Jr. Sr. High School

County-District School (CDS) Code _____

Principal: Tom Puskarich

Date of this revision: May 5, 2011

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Tom Puskarich

Position: Principal

Telephone Number: 530-335-4576

Address: 37571 Mountain View Road, Burney, CA 96013

E-mail Address: tpuskarich@frjUSD.org

Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on 6/29/2011.

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| School Goal #A1 – Develop a Career Education and Career Exploration Program | | | |
|---|--|--|--|
| <p>What data did you use to form this goal (findings from data analysis)? Documentation issued by the California Department of Education, that this was to be a part of secondary curriculum.</p> | | <p>How does this goal align to your Local Educational Agency Plan goals? Meeting CDE requirements.</p> | |
| <p>What did the analysis of the data reveal that led you to this goal? n/a</p> | | <p>Which stakeholders were involved in analyzing data and developing this goal? Staff.</p> | |
| <p>Who are the focus students and what is the expected growth? Grades 7 through 12. Culmination is the Senior Project which is required for graduation. One focus of the Senior Project is in career exploration.</p> | | <p>What data will be collected to measure student achievement? n/a</p> | |
| <p>What process will you use to monitor and evaluate the data? A Career Specialist funded by ROP program has access to the data to use during advising students. An advisor through the funded program for College Options working with seniors that are pursuing the college path, doing applications, scholarships, grants.</p> | | <p>Actions to improve achievement to exit program improvement (if applicable). n/a</p> | |
| <p>Strategies/Actions to Implement this Goal</p> <p>Staff to include in their curriculum grades 7-12. Continue to include a Careers class at Jr. High level.</p> | <p>Start/Completion Date/Personnel</p> <p>Start September 2009 Ongoing/all staff</p> | <p>Each Funding Source/Amount</p> <p>\$0</p> | <p>Process for Evaluation of Implementation</p> <p>Staff questionnaire</p> |

| School Goal #A2 – Improve Student Achievement in Academic, Vocational, and Fine Art Classes | | | |
|--|--|--|---|
| <p>What data did you use to form this goal (findings from data analysis)?</p> <p>Response to WASC visiting committee 2008 that this was a critical area of follow-up.</p> | | <p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>District expects all students and all schools to demonstrate improvement and growth based upon STAR tests.</p> | |
| <p>What did the analysis of the data reveal that led you to this goal?</p> <p>Too many students earning D's and F's in all areas.</p> | | <p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Staff, parents and students.</p> | |
| <p>Who are the focus students and what is the expected growth?</p> <p>Those students earning D's and F's and the expected growth is 3% annual improvement.</p> | | <p>What data will be collected to measure student achievement?</p> <p>STAR test results and benchmark testing assessment data. 3% annual reduction of students in Below Basic and Far Below Basic categories</p> | |
| <p>What process will you use to monitor and evaluate the data?</p> <p>Process not clearly defined, decided to analyze patterns in API scores and the number of D's and F's earned.</p> | | <p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>n/a</p> | |
| <p>Strategies/Actions to Implement this Goal</p> <p>Develop course pacing guides. Develop course benchmarks. Develop course benchmark assessment tests. Analyze assessment data and make daily changes regarding student comprehension and instruct accordingly.</p> | <p>Start/Completion Date/Personnel</p> <p>September 2009 ongoing/staff</p> | <p>Each Funding Source/Amount</p> <p>District-wide professional development budget \$32,000</p> | <p>Process for Evaluation of Implementation</p> <p>STAR test results, benchmark data and individual student improvement</p> |

School Goal #A3 – Improve Communication Between the School, Student Home, and Community

| | | | |
|---|---|---|--|
| <p>What data did you use to form this goal (findings from data analysis)?</p> <p>WASC visiting committee report in 2008 recommendation.</p> | | <p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>n/a</p> | |
| <p>What did the analysis of the data reveal that led you to this goal?</p> <p>n/a</p> | | <p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Staff, parents, students</p> | |
| <p>Who are the focus students and what is the expected growth?</p> <p>Students grade 7 through 12-student progress, school expectations, and school pride. That more students, parents and community members will be more aware of important activities and dates.</p> | | <p>What data will be collected to measure student achievement?</p> <p>n/a</p> | |
| <p>What process will you use to monitor and evaluate the data?</p> <p>Periodic surveying of clientele.</p> | | <p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>n/a</p> | |
| <p>Strategies/Actions to Implement this Goal</p> <p>Increase the use of various methods of communication to keep parents, students and community members aware of important activities and dates./ Use of Connect-Ed, Aeries software, e-mail, newsletter, school web page, back to school night, open house, 7th grade orientation, SBCC and marquee.</p> | <p>Start/Completion Date/Personnel</p> <p>September 2010 /ongoing</p> <p>Administration and Office staff responsible for school-to-home and community communication in collaboration with staff. Parents and students responsible for home-to-school communication.</p> | <p>Each Funding Source/Amount</p> <p>\$0</p> | <p>Process for Evaluation of Implementation</p> <p>Survey Site Council, Staff, Office staff regarding response from parents and students. Survey parents and students regarding areas requiring improvement.</p> |

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

| Program Support Goal #B1 – Provide Professional Development in Core Areas for Teaching Staff, Continued Availability of Standards-Based Instructional Materials, and Internal/External Training for Inter- and Intra-Department Collaboration with a focus on English Language Learners, Students with Disabilities and Soci-economically Disadvantaged Students. | | | | |
|--|--|--|---|----------------|
| Groups participating in this goal (e.g., students, parents, teachers, administrators): Staff | | Anticipated annual growth for each group: 3% annual reduction of students in the Below Basic and Far Below Basic categories per School Goal A.2 | | |
| Means of evaluating progress toward this goal: STAR data AYP and API scores | | Group data to be collected to measure gains: STAR scores, AYP and API data | | |
| Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date ² Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
| Continue to provide acceleration and support for all low performing students in appropriate classes. | September 2010 ongoing | Core teachers sent to appropriate professional development trainings | Training included in District-wide budget/in-house and through SCOE | District |

¹ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

| State Programs | Allocation |
|---|------------|
| <input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school | \$ |
| <input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program | \$ |
| <input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners | \$ |
| <input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring | \$ |
| <input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | \$ |
| <input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school | \$ |
| <input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ |
| <input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs | \$ |
| <input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety | \$ |
| <input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ |
| <input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education) | \$ |
| Total amount of state categorical funds allocated to this school | \$0 |

| Federal Programs under the Elementary Secondary Education Act | Allocation |
|--|------------|
| <input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution | \$ |
| <input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth | \$ |
| <input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas | \$ |
| <input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency | \$ |
| <input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups | \$ |
| <input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals | \$ |
| <input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology | \$ |
| <input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$ |
| <input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR) | \$ |
| <input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies | \$ |
| <input type="checkbox"/> Other federal funds (list and describe) ³ | \$ |
| Total amount of federal categorical funds allocated to this school | \$0 |
| Total amount of state and federal categorical funds allocated to this school | \$0 |

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:⁴

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-----------|-------------------|--------------------|----------------------------|-------------------|
| Tom Puskarich | X | | | | |
| Mark Harner | | X | | | |
| Jann Hoechlin | | X | | | |
| Melissa Madden | | X | | | |
| Amanda Tate | | X | | | |
| Carolyn Garrigus | | | X | | |
| Jenny Arseneau | | | | X | |
| Sandra Sibert | | | | X | |
| Kathy Urlie | | | | X | |
| Macloud Luntey | | | | | X |
| Shania Murray | | | | | X |
| Paige Pfadt | | | | | X |
| Numbers of members in each category | 1 | 4 | 1 | 3 | 3 |

⁴ At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

___ State Compensatory Education Advisory Committee _____ Signature

___ English Learner Advisory Committee _____ Signature

___ Special Education Advisory Committee _____ Signature

___ Gifted and Talented Education Advisory Committee _____ Signature

___ District/School Liaison Team for schools in Program Improvement _____ Signature

___ Compensatory Education Advisory Committee _____ Signature


___ Departmental Advisory Committee (secondary) _____ Signature

___ Other committees established by the school or district (**list**) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: _____.

Attested:

Tom Puskarich
Typed name of School Principal


Signature of School Principal

5-26-11
Date

Mark Harner
Typed name of SSC Chairperson


Signature of SSC Chairperson

5-26-11
Date